

Warminster School

GCSE Prospectus

2019 – 2021



1707

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General Information

The aim of this booklet is to inform pupils and parents about the curriculum in Years 10 and 11 and to provide some guidance for choosing options.

All pupils will follow courses to GCSE in the core subjects of English, Mathematics and the Sciences, devoting over half of their study time to these key areas. Pupils will follow a Science programme leading to the award of up to three separate GCSEs. Similarly two English GCSEs will be available to the majority of pupils. Pupils will study German, French or Spanish unless they are following our full Learning Support programme, or are one of the small group of overseas pupils who will continue with the English as an Additional Language programme. In some circumstances pupils requiring only one or two learning support lessons, and who have studied a language at KS3, can follow the GCSE programme. Please contact the Head of Learning Support for further details.

Up to three further timetabled subjects will be taken and pupils are able to express a choice from those listed below. Information about these and all other courses is set out in detail later in this prospectus.

Most pupils will, therefore, take nine full GCSEs: English, English Literature, Mathematics, MFL, minimum of two Sciences and three options.

GCSE Reforms

As I'm sure you have heard, GCSEs have been reformed over recent years with all subjects from September 2017 following new specifications. The new exams are intended to contain more content, be more demanding and include more extended writing. All GCSEs have now changed to the new format, which also includes a revamped grading system using numbers (9-1) not letters (A*-G). Under the revised system, a grade 4 is equivalent to the bottom of a current grade C, with a grade 5 representing a position between the top of grade C and the bottom of grade B. Grades 8 and 9 will reflect current A* standard. There are now two pass levels; a Level 4 is classed as a 'Standard Pass' and a Level 5 a 'Strong Pass'.

Option Subjects

BIOLOGY

All pupils will select two Science subjects. Any pupil wishing to study all three Sciences may do so, this will mean that only two further options may be chosen from the list below.

CHEMISTRY

PHYSICS

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SPANISH

Spanish may be studied in place of German or French as the compulsory Modern Foreign Language or in addition to German or French as one of the three options.

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GEOGRAPHY

We recommend that all pupils choose at least one of these three humanity subjects. It is possible to take two.

HISTORY

RELIGIOUS STUDIES

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BUSINESS STUDIES

COMPUTER SCIENCE

DESIGN & TECHNOLOGY

In order to keep some breadth and balance in the choice we would encourage pupils to study a subject with a practical or creative bias. It is possible to do two of these subjects.

ART

DRAMA

MUSIC

PHOTOGRAPHY

PHYSICAL EDUCATION

Other Courses

All pupils follow a non-examination course in Life Skills. The Careers Department and Form Tutors also combine to give pupils a lot of support and advice. At this stage pupils are given the opportunity to take part in the 'Preview' Careers Questionnaires, leading to a valuable individual careers report.

Tiering in GCSE examinations

Some subjects will be examined through a **foundation tier** covering grades 5 – 1 and a **higher tier** covering grades 9 – 4. Tiering provides pupils with the opportunity to show what they know and understand by presenting them with question papers that are targeted at a band of attainment. Details of the tiering for subjects can be found on the subject page.

Making your GCSE Choices

Pupils and parents will be able to find out more information on each of the GCSE courses we offer at the GCSE Options Evening on Friday 15th February 2019, this event is immediately before the Y9 Parents' Evening. Pupils will be issued with an options form in January which will be due back to us by Monday 25th February.

The form asks you to indicate your choice of language, two Science subjects as well as three further subjects. With a free choice it may not be possible or sensible to satisfy all combinations so **we would be grateful if you could indicate one or two reserve choices**. Room is provided to allow you to make any further comments or requests.

Mr M Sully
Deputy Head (Academic)
November 2018

English Language and Literature

Pupils will be entered for one of the following: Cambridge IGCSEs in First Language English and Literature **OR** AQA English Language 8700 and English Literature 8702. The decision will be made at the end of Year 9 based on attainment, learning style and need for support. Most pupils will study both Literature and Language, but in some cases, following consultation with parents, it may be decided taking Language only will give a better chance of success.

Both boards offer an interesting choice of traditional and contemporary texts to stretch and challenge pupils.

Both syllabuses are considered to be an excellent preparation for the study of English at IB, A Level and beyond.

AQA English Language [Syllabus Code 8700]

This course is examined at the end of two years with two exams.

Language will be covered through a bespoke course of 20th and 21st century literary non-fiction and prose, examining in particular writer's craft.

Paper 1: Explorations in Creative Reading and Writing - Written Exam 1 hour 45 mins (50% of total marks *Grades 9-1*)

Section A: Reading

Pupils are required to read and respond to an extract taken from 20th or 21st century literature prose fiction (such as novels and short stories). All texts will be unseen.

4 Questions covering: comprehension, language analysis and analysis of structure.

Section B: Writing

Pupils are required to complete an extended writing task.

Paper 2: Writers' Viewpoints and Perspectives Written Exam 1 hour 45 mins (50% of total marks *Grades 9-1*)

Section A: Reading

Pupils are required to read and respond to two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader. All texts will be unseen.

4 Questions covering: comprehension, language analysis and analysis of structure.

Section B: Writing

Pupils are required to produce a written text for a specified audience, purpose and form in which they give their own perspective on the theme that has been introduced to them in section A.

Speaking and Listening: Non-Examination Assessment: Spoken Language

Pupils are required to cover three tasks set and assessed by their teacher, the marks of which do not contribute to the overall grade. Pupils must make a formal presentation and respond to questions and feedback, using Standard English.

AQA English Literature [Syllabus Code 8702]

This course is examined at the end of two years with two exams.
All exams are closed books (texts cannot be taken into the examination).

Paper One: Shakespeare and the 19th century novel

Section A: Shakespeare

Pupils are required to answer a question based on an extract from the Shakespeare play they have studied; they must also refer to the play as a whole.

Section B: The 19th Century novel

Pupils are required to answer a question based on an extract from the 19th century novel they have studied; they must also refer to the play as a whole.

Paper Two: Modern Texts and Poetry

Section A: Modern Texts

Pupils are required to answer one question from a choice of two, based on a modern text (prose or drama) they have studied.

Section B: Poetry

Pupils are required to answer one question from a choice of two, based on the study of an anthology of poetry. One poem will be printed on the paper and the other will be one of their choice.

Section C: Unseen Poetry

This section is in two parts:

Part 1 – Pupils must write about an unseen poem printed on the paper.

Part 2 – Pupils must compare the poem in Part 1 with a second unseen poem on the paper.

Cambridge IGCSE English Language [Syllabus Code 0990]

Cambridge IGCSE (9–1) First Language English is designed for learners whose first language is English. The course enables learners to:

- develop the ability to communicate clearly, accurately and effectively when speaking and writing
- use a wide range of vocabulary, and the correct grammar, spelling and punctuation
- develop a personal style and an awareness of the audience being addressed.

Learners are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. Cambridge IGCSE (9–1) First Language English also develops more general analysis and communication skills such as inference and the ability to order facts and present opinions effectively.

This syllabus is graded from 9 to 1.

Cambridge IGCSE English Literature [Syllabus Code 0475]

The syllabus enables learners to read, interpret and evaluate texts through the study of literature in English. Learners develop an understanding of literal meaning, relevant contexts and of the deeper themes or attitudes that may be expressed. Through their studies, they learn to recognise and appreciate the ways in which writers use English to achieve a range of effects, and will be able to present an informed, personal response to the material they have studied.

The syllabus also encourages the exploration of wider and universal issues, promoting learners' better understanding of themselves and of the world around them.

This syllabus is graded from 9 to 1.

Miss E Mears
Head of English

English as an Additional Language

(Exam Board – Edexcel)

Pupils from overseas, who need improved fluency in English, receive expert tuition in all skills in small groups, where their specific areas of need are addressed. The pupils are prepared for different Cambridge exams, depending on their level, in Year 10. In Year 11, they are prepared for the IGCSE in English as a Second Language (Edexcel). The exam tests the key skills of Reading, Writing and Listening. Pupils may choose to take an optional Oral Test. The result of this is endorsed separately. Edexcel's International GCSE in English as a Second Language has been primarily designed as a qualification for pupils who are either obtaining their secondary education through English as a medium of instruction, or who are studying English in order to enhance their future educational or employment prospects.

As mentioned above, we offer the opportunity for them to sit Cambridge exams if required, for example PET, FCE and IELTS. They can take the General Training or Academic modules by arrangement. Cross-curricula support is given, as and when necessary in consultation with subject teachers, who are supportive and encouraging, as they recognise and accept the challenges for our international learners.

Mrs S Shanks
Head of English as an Additional Language

Mathematics

(Exam Board - Edexcel)

IGCSE Specification A

The School moved over to IGCSE Mathematics in February 2017. The content is almost identical to the new GCSE in Mathematics, and the questions are readily accessible to all pupils. The specification moved over to the 9 – 1 grading recently, with first assessment in June 2018.

Assessment

Students are entered for assessment at one of two tiers; Foundation or Higher. The levels available for each tier are as follows;

	Foundation Tier	Higher Tier
Grades Available	1 - 5	4 - 9

For each tier, assessment consists of two written examination papers taken in June of Year 11, there is no controlled assessment.

Further details are as follows;

Paper 1	Written exam 1F/3H (calculator)	2 Hours	50%
Paper 2	Written exam 2F/4H (calculator)	2 Hours	50%

Outline of the course

Knowledge of topics, studied in previous years, is extended within the areas defined by the National Curriculum.

Topic Area	Foundation Tier (%)	Higher Tier (%)
Number	25	15
Algebra	20	30
Ratio	25	20
Geometry	15	20
Probability & Statistics	15	15

Revision of fundamental concepts continues and it is usually during this part of the course that pupils begin to appreciate the reasoning behind the methods they use. As the pupils mature they learn how topics and skills, they were introduced to earlier, can be developed to cope with a greater range of problems. The context in which skills are applied becomes wider and pupils are encouraged to recognise the connections between concepts. As pupils prepare

for the written papers, they learn how to identify problems quickly and to solve them by co-ordinating several skills within the one solution.

Assessment objectives

All units address the following three assessment objectives. These refer to mathematical skills that demand an increasing level of mathematical competence. For example, AO1 would refer to problems which do not require a great deal of independent thought. AO3 is one where the ability to choose methods and evaluate the validity of those methods would be demonstrated, which requires a higher level of mathematical ability.

	Overall
AO1: recalling and using knowledge of the prescribed content	40-50% of questions
AO2: selecting and applying mathematical methods in a range of contexts	25-30% of questions
AO3: interpreting and analysing problems and generating strategies to solve them	25-30% of questions

Setting

Students will be put in to sets at the beginning of the course. The bottom set will follow the Foundation Tier, second bottom set will initially follow the Higher Tier, although a final decision on tier of entry will be made following the mock exams in Y11. All other sets will follow the Higher Tier.

Set movements can take place throughout the course, meaning that just because a student starts in a particular set, it doesn't stop them from progressing to a higher set, or from moving to a set that suits them better.

Resources

In addition to the electronic textbook issued to each pupil, additional resources are constantly used to reinforce and consolidate topics. Materials for practical work, video and software packages for graph-plotting and algebraic manipulation are available.

Mr A Hill
Head of Mathematics

Sciences

Exam Boards – AQA GCSE and Pearson Edexcel GCSE
2018/19 (Year 9) to 2021 (Year 11)

GCSE study in the sciences provides the foundation for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity. All pupils should learn essential aspects of the knowledge, methods, processes and uses of science. They should gain appreciation of how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas that relate to the sciences and that are both inter-linked and of universal application.

All national examination boards revised and reformed their GCSE courses for first teaching to Year 10 pupils on a two-year course from September 2016, and with first external certification having taken place in 2018. Warminster School has traditionally begun its teaching of science GCSE courses in Year 9, which offers proven and substantial benefits for our pupils.

At Warminster we pride ourselves on putting the interests of each individual pupil first and foremost, and in partnership with pupils we strive to add value to attainment potential. In our KS4 GCSE programme we offer courses in:

Pearson Edexcel Level 1/Level 2 GCSE (9 - 1): Biology (1BI0)
Pearson Edexcel Level 1/Level 2 GCSE (9 - 1): Chemistry (1CH0)
AQA GCSE: Physics (8643)

Details of the above courses can be obtained from the AQA and Edexcel web sites at

AQA: <http://www.aqa.org.uk/subjects/science/gcse/physics-8463/introduction>

Edexcel: <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html>

Warminster School has chosen the most appropriate qualifications that are 'inclusive for all'. Our programme and delivery structure offers unprecedented versatility in terms of GCSE certification routes. The Warminster Scheme, which is built on excellence, methodology and best practice followed previously, has built-in wider implications, benefits and new options for our pupils. It is designed to offer pupils as full a range of options as possible, and allows us to widen our ability to advise on the best certification route for a pupil to attain the highest GCSE grade level outcome in Year 11, be it in the form of three GCSE qualifications or two. GCSE grading is by number: 9-1 for separate sciences with Grade 9 being above current A* standard. A level 5 is considered to be comparable to a current high GCSE grade C. Foundation tier covers grades 1-5 and Higher tier exam entries cover grades 4-9. There is no controlled assessment (coursework) element but written examination papers will contain questions on practical science that build on a series of Core Practicals that must be undertaken by all pupils. In the examination papers, pupils will also be assessed on their use of mathematical skills. A minimum of 10% of marks will test mathematics skills in the Biology papers, which rises to 20% in the Chemistry papers and to 30% in the Physics papers. In Foundation tier papers, mathematics skills are tested up to KS3 standard and in the Higher

tier papers mathematics skills are tested up to Level 1 GCSE Mathematics. Teaching in each science is undertaken by subject specialists.

All current (2018/19) Year 9 pupils study the three sciences and, regardless of teaching group (Set), follow the same Programme of Studies and Schemes of Work and use the same hard and digital suites of teaching and learning resources and assessments. All pupils are given the same opportunities. Progress and performance within each science subject are monitored through in-class and prep time, written or web-platform assessments, end-of-topic standardised tests and end-of-year, internal, standardised examinations. As teaching groups are academically streamed, Set changes are made as required with full reviews taking place post examination assessments. Pupils in Year 9 are taught for 3 hours per fortnight in each separate science. There are currently three Sets in Year 9. Towards the end of Year 9 pupils choose which two sciences they will continue to study through to GCSE in Year 11. Studying a third separate science is by option. Course advisements are made to pupils and parents.

In 2019/20 (Year 10) it is envisaged the number of teaching groups will increase, which will support smaller set sizes. This will afford pupils more in-class, individual help and support. In 2019/20 pupils will continue to study any two of the separate sciences or three by option. Regardless of choice, all Year 10 pupils in each science will continue to follow the same separate science course using the same, standardised and differentiated resources, which are also supported by Firefly Virtual Learning Environment. In Year 10 all pupils are taught for six hours per fortnight in each of their sciences. Individual pupil, teaching group, and year cohort performance and progress will be consistently and closely monitored. Pupil-teacher agreed aspirational grades are also set. Pupils will sit internal, standardised examinations towards the end of the Autumn term and mid-way through the Summer term.

In Year 11 in 2020/21 there will be two certification options; continue studying towards three separate science GCSEs or continue with two science subjects. In appropriate cases, taking examinations in one science only could also be an option. All routes are suitable for advancement to relevant sixth form courses or other KS5 courses. Higher and Foundation tier exam entries are available for each GCSE science and pupils will receive 6 hours of teaching, learning and investigation time in each subject per fortnight. Mock examinations are held in the Autumn and Lent terms. These help determine which tier entries (Higher or Foundation) are most appropriate for each pupil to get the highest grade number outcome possible.

Dr D R Hankey
Head of Science

Biology Pearson Edexcel GCSE

This Pearson Edexcel GCSE (9–1) qualification (1BI0) has been designed to foster an interest and fascination for Biology. It is designed to help pupils develop curiosity about the natural world, and to enable them to appreciate the value of Biology to everyday life. We hope that our pupils are inspired, motivated and challenged. The examination consists of two externally examined papers. These are available at foundation tier and higher tier.

Papers 1 and 2:

- Both assessments are 1 hour and 45 minutes long, are out of 100 marks each, and consist of ten questions. Students must answer all questions.
- Both will include multiple-choice, short answer questions, calculations and extended open-response questions.
- Both are available at foundation tier and higher tier.
- The foundation tier paper will target grades 1–5.
- The higher tier paper will target grades 4–9.
- 27 marks on each paper will be overlap questions that appear in both the foundation and higher tier papers.

Content assessed in Paper 1

- Topic 1 – Key concepts in Biology
- Topic 2 – Cells and control
- Topic 3 – Genetics
- Topic 4 – Natural selection and genetic modification
- Topic 5 – Health, disease and the development of medicines

Content assessed in Paper 2

- Topic 1 – Key concepts in Biology
- Topic 6 – Plant structures and their functions
- Topic 7 – Animal coordination, control and homeostasis
- Topic 8 – Exchange and transport in animals
- Topic 9 – Ecosystems and material cycles

Working scientifically

The GCSE in Biology requires pupils to develop the skills, knowledge and understanding of working scientifically. Working scientifically will be assessed through examination and the completion of the eight core practicals.

Practical work

In addition to routine and suggested practical work, pupils must carry out eight mandatory core practicals, which can be examined in the written papers. A written record of these practicals must be kept.

Progression

Pupils can progress from this qualification to:

- A-level and IB courses in Biology
- Level 3 vocational qualifications in science
- Employment in a field in which biological knowledge is an advantage

Edexcel GCSE: Chemistry

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Chemistry is a world class qualification. Examination assessment consists of two externally marked papers. These are available at foundation tier and higher tier. Pupils must complete all assessments in the same tier and in May/June in any single year. The GCSE in Chemistry helps pupils develop intellectual curiosity, it inspires, motivates and challenges, and it equips pupils with the skills, knowledge and understanding of working scientifically in a natural science and in a central, physical science that helps to describe and explain our world.

Papers 1 and 2:

- Both assessments are 1 hour and 45 minutes long, are out of 100 marks each, and consist of ten questions. Pupils must answer all questions.
- Both include multiple-choice, short answer questions, calculations and extended open-response questions.
- The foundation tier paper targets grades 1–5, the higher tier paper targets grades 4–9.
- 27 marks on each paper will be from overlap questions that appear in both the foundation and higher tier papers.

Content assessed in Paper 1

- Topic 1 – Key concepts in chemistry
- Topic 2 – States of matter and mixtures
- Topic 3 – Chemical changes
- Topic 4 – Extracting metals and equilibria
- Topic 5 – Separate chemistry 1

Content assessed in Paper 2

- Topic 1 – Key concepts in chemistry
- Topic 6 – Groups in the periodic table
- Topic 7 – Rates of reaction and energy changes
- Topic 8 – Fuels and Earth science
- Topic 9 – Separate chemistry 2

Working scientifically

The GCSE in Chemistry requires pupils to develop the skills, knowledge and understanding of working scientifically. Working scientifically will be assessed through examination and the completion of the eight core practicals.

Practical work

In addition to routine and suggested practical work, pupils must carry out eight mandatory core practicals, which can be examined in the written papers. Pupils use lab books to record their practical work.

Progression

Pupils can progress from this qualification to:

- A-level and IB courses in Chemistry
- Level 3 vocational qualifications in science
- Employment in a field, industry or workplace where chemistry and chemical knowledge is an advantage.

AQA GCSE Physics (8463)

Why choose Physics?

Physics can provide a pathway to a huge number of careers, from engineering, to medicine, architecture, IT, business, finance, research, and communications amongst many, many others. The problem-solving and analytical skills of a physicist are highly prized.

Physics makes the world today possible, from phones to rockets, MRI scanners, computers, light bulbs, TVs and lasers; and will be fundamental to solving the problems faced by your generation in the future.

Physics is everything... and everything is Physics. Physics seeks to explain how everything in the Universe works, from tiny sub-atomic particles, all the way up to.... the Multiverse?

What attributes will you need to succeed?

- Curiosity, determination and enthusiasm
- A willingness to give things a go, make mistakes and try again
- An ability to think logically
- Good maths skills
- An enthusiasm for solving problems and finding out how things work

What does the course involve and how is it examined?

The AQA GCSE Physics course is a linear qualification. Assessment consists of two externally marked papers available at foundation tier and higher tier. The foundation tier papers target grades 1–5; the higher tier papers target grades 4–9. Pupils must complete both papers in the same tier in May/June of the same year.

- Both papers are 1 hour and 45 minutes long and marked out of 100 marks each.
- Both papers include multiple-choice, short answer questions, calculations and extended open-response questions.
- Topics assessed in Paper 1 include: energy; electricity; the particle model of matter; and atomic structure.
- Topics assessed in Paper 2 include: forces; waves; magnetism and electromagnetism; and space physics.

What could you do next?

Pupils can progress from this qualification to:

- A-level and IB courses in Physics;
- Level 3 vocational qualifications in science; or
- Employment or an apprenticeship in a huge range of fields.

Modern Languages: French, Spanish

(Exam Board – Edexcel IGCSE)

This qualification comprises three external assessments : Paper 1 (Listening) is worth 25% of the IGCSE qualification, Paper 2 (Reading and Writing) is worth 50% and Paper 3 (Speaking) is worth 25% of the IGCSE qualification.

This qualification enables students to:

- develop understanding and use of written forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes
- develop understanding and use of the spoken forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes
- develop the ability to communicate effectively in the target language through the written word, using a range of vocabulary and structures
- develop the ability to communicate effectively in the target language through speaking, using a range of vocabulary and structures
- develop a knowledge and understanding of the target language grammar and its practical application
- develop a knowledge and understanding of countries and communities where the target language is spoken
- develop positive attitudes towards modern foreign language learning
- acquire a suitable foundation for further study of the target language, or another language.

The syllabus content will revolve around a study of the following **topic areas**:

- Home and abroad
- Education and Employment
- Personal Life and Relationships
- The World Around Us
- Social activities, fitness and health

Assessment:

Listening

The listening assessment is a 30-minute examination paper set and marked by Edexcel, plus five minutes' reading time.

The total number of marks for the paper is 40.

The examination will cover a range of topic areas selected from those listed above. The examination will consist of several short recordings.

Students will have five minutes' reading time to read through the paper and familiarise themselves with it before the recordings are played. The recordings, each of which will be heard twice, will last no longer than 30 minutes including pauses. All texts will be spoken by French/Spanish speakers.

Students will be required to listen to a range of factual and non-factual material of varying lengths, in different contexts and in different registers.

Reading and Writing

Assessment is through an examination paper lasting 1 hour and 45 minutes, set and marked by Edexcel.

The total number of marks for the paper is 80, with 40 marks for reading and 40 marks for writing.

Students will be required to read a range of authentic factual and non-factual written material of varying length, in different registers and contexts, and from different sources. These may include advertisements, short passages, letters, information leaflets, faxes, emails, website pages, newspaper and magazine articles. The texts will be related to the topic areas listed above.

In the first extended writing task (question 6), students will be required to write about 60-75 words in the target language, with a selection of vocabulary given to guide the candidate. The response will be assessed for communication and content and knowledge and application of language.

For the second piece of more challenging extended writing (question 7), students will select **one** writing task from a choice of three. They will be expected to write a continuous response, of about 130- 150 words, in the target language.

Question 8 is a grammar-based task which requires candidates to complete a text with the correct grammatical form of verbs or adjectives.

Speaking

The speaking test will recognise the achievement of the student in speaking the target language.

The test will be divided into **three** tasks:

Task A: 2-3 minutes - Discussion based on a single picture

Task B: 3 – 3.5 minutes - Conversation 1

Task C: 3-3.5 minutes - Conversation 2

Maximum eight minutes.

The total number of marks for the paper is 40 marks.

Students will take part in conversations with the centre-appointed interviewer on **two** separate topic areas. These topic areas will be different from the topic area chosen by the student for Task A.

No dictionaries will be permitted for any of the papers.

The IGCSE course will be primarily concerned with both the reception and transmission of messages and information in the foreign language, using material which is authentic and realistic. Indeed, as far as possible, the language material encountered by the student will be the everyday material he/she would normally expect to encounter and use whilst staying in the foreign country.

Mrs J Coldwell

Head of Modern Languages

OCR GCSE Art and Design

The GCSE in Art and Design comprises of two components: a coursework component worth 60% and an externally set task worth 40%.

Component 1: Portfolio (60%)

Pupils create a portfolio of practical work showing their personal response to a starting point or theme.

Component 2: Externally Set Task (40%)

Pupils will produce practical work based on the exam paper theme and realise their intentions in a 10 hour supervised time period.

The Assessment Objectives offer pupils the opportunity to:

- Develop ideas through investigations, demonstrating critical understanding of sources.
- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- Record ideas, observations and insights relevant to intentions as work progresses.
- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Grading is from 9-1.

A GCSE in Art can lead on to an A Level in Art and Design or Photography. It may also be useful for those contemplating careers in such fields as advertising, marketing, design, architecture, publishing and the media.

Mrs L Clayton
Head of Art

Business (International GCSE)

(Exam Board – Edexcel)

The iGCSE in Business course is designed to give students a sound understanding of business and the ability to use knowledge, skills and understanding appropriately in the context of varied business situations.

The course is studied over two years and is examined at the end of the course through two 90 minute exams. This assessment is made up of a range of questions from multiple choice, short answer and longer length answers. There is no controlled assessment/coursework.

Course Content

- **Business activity and influences on business** – examines the objectives of businesses, the changing environment and the criteria for judging success. The focus is on the importance of having clear business objectives and how the business environment provides opportunities for, and imposes constraints upon, the pursuit of those objectives.
- **People in business** – looks at people in organisations focusing on their roles, relationships and management in business.
- **Business finance** – explores the use of accounting and financial information as an aid to decision making.
- **Marketing** – focuses on identifying and satisfying customer needs in a changing and competitive international environment.
- **Business operations** – examines the way organisations use and manage resources to produce goods and services.

Over the two years, students will look at a wide range of businesses. There is no doubt that the course will provide students with a strong grounding in business.

The course will not only provide an excellent qualification but will prepare students for the rigours of A-Level or IB study in either Business or Economics. Additionally, the skills developed in this course will help pupils in many varied endeavours, such as:

- investigating and analysing issues,
- constructing well-argued, well-evidenced, balanced and structured arguments,
- develop and apply quantitative skills relevant to business, including using and interpreting data.

Mr A Jacob

Head of Economics and Business

Computer Science

(Exam Board – Cambridge)

Warminster School offers pupils the opportunity to study IGCSE Computer Science as one of their optional subjects. The introduction of this course represents a shift of focus away from how computers are used in business (as studied in ICT courses) to how we can use computers to solve problems.

What will I learn on this course?

Those studying IGCSE Computer Science will, among other things, develop their understanding of current and emerging technologies; learn about algorithms; computational thinking; become independent users of technology; work collaboratively; evaluate the effectiveness of computer programs; discuss the impact of technology in society. Pupils will also learn the *Python* programming language.

What examinations will I have to take to get my qualification?

Content Overview	Assessment Overview	
<p>Theory of computer science</p> <ul style="list-style-type: none"> • Data representation • Communication technologies • Hardware • Software • Security • Ethics 	<p>Paper 1 (1 hour 45 minutes)</p> <ul style="list-style-type: none"> • Theory • 75 marks • Short answer and structured answer questions • No calculators 	<p>60% of total IGCSE</p>
<p>Problem-solving and Programming</p> <ul style="list-style-type: none"> • Algorithm design • Programming • Databases 	<p>Paper 2 (1 hour 45 minutes)</p> <ul style="list-style-type: none"> • 50 marks • 20 marks from pre-release material • No calculators 	<p>40% of total IGCSE</p>

What could I go on to do at the end of my course?

A Level Computer Science is also available as an option at Warminster School and this is the obvious next step for pupils who have studied the subject at GCSE. However, the logical approach to problem solving that is used in Computer Science could be applied to a range of subject areas and future careers.

Mr A Hill
Head of Computer Science

Design Technology (Exam Board – AQA)

In September 2017 the new GCSE Design Technology specifications were launched and the Design Technology team at Warminster School decided on the AQA specification. We are really excited about this new course and the possibilities for team teaching based on the strengths of the department.

The course covers the broad spectrum of traditional material areas. In addition pupils will explore new and emerging technologies, and smart and modern materials. On top of the core knowledge, pupils will be able to choose at least one focus area to study in more depth from the following list:

- Electronic systems,
- Metal based materials,
- Papers and boards,
- Polymers,
- Textile based materials,
- Timber based materials.

Combined with this, pupils will also study and examine a wide range of different topics including:-

- Computer Aided Design and Manufacture (CAD/CAM),
- Mass-production techniques,
- The relationship between the client, designer and manufacturer,
- What makes products successful.

During the first year of the course students will complete 'design and make' assignments to extend their skills and knowledge and to prepare them for their major projects in Year 11. Structured guidance is given to each pupil to ensure that they can reach their potential and enjoy the project work. Students are very proud of their work and are keen to take their projects home. The major project will be based on a context released by AQA in the summer of Year 10 and contributes 50% of the final GCSE grade. Throughout the course, pupils learn about the tools, techniques and technology with which they need to work. This information is examined at the end of the course and counts for 50% of the final GCSE grade.

Assessment: Examination (split between core knowledge, specialist knowledge and designing and making principles) - 50%
Non-examined Assessment (NEA, coursework in old language) - 50%

Pupils will be issued with the relevant support materials. The Design Centre is well equipped with computers, a CNC router, PCB (Printed Circuit Board) manufacturing facilities, 3D printers, a sublimation machine, CNC vinyl cutters, a laser cutter, hot metalwork area, a comprehensive selection of portable and static machines and other specialised processing equipment. During this course students will be charged for the materials they use.

This course is very well supported by an excellent textbook split into easy to follow chapters, each of which is full of exam style questions that the publishers have presented answers for. The textbook and the answers link to AQA's published specification and are fully supported

by AQA. The course will follow directly on from the work completed in Year 9 and there is opportunity for further study at A Level.

Mr S P Rossiter
(Head of Design Technology)

Drama

(Exam Board – Edexcel)

This qualification encourages creativity and has its focus on practical work. Pupils develop skills that will support progression to further study of drama and a wide range of other subjects. The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Drama consists of two coursework components and one externally examined paper.

Component 1: Devising

Coursework - 40% of the qualification – 60 marks

Content overview:

- Create and develop a devised piece from a stimulus.
- Performance of this devised piece or design realisation for this performance.
- Analyse and evaluate the devising process and performance.
- Performer or designer routes available.

Assessment overview:

- Internally assessed and externally moderated.
- There are two parts to the assessment:
 - 1) a portfolio covering the creating and developing process and analysis and evaluation of this process (45 marks).

The options for portfolio submission are:

- handwritten/typed evidence between 1500–2000 words
- recorded/verbal evidence between 8–10 minutes
- a combination of handwritten/typed evidence (between 750–1000 words) and recorded/verbal evidence (between 4–5 minutes)

2) a devised performance/design realisation (15 marks, assessing AO2).

Component 2: Performance from Text

Coursework - 20% of the qualification – 48 marks

Content overview:

- Students will either perform in and/or design for two key extracts from a performance text.
- Centre choice of performance text.
- Performer or designer routes available.

Assessment overview:

- Externally assessed by visiting examiner.
- This may be group, solo and/or partner-based routes for assessment.
- Performance/design realisation covering both key extracts is worth 48 marks.
- If two separate performances are done covering two key extracts, then each performance/design realisation is worth 24 marks.

Component 3: Theatre Makers in Practice

Written examination: 1 hour 30 minutes

40% of the qualification – 60 marks

Content overview:

- Practical exploration and study of one complete performance text.

- Choice of eight performance texts.
- Live theatre evaluation – free choice of production.

Assessment overview:

Section A: Bringing Texts to Life

- 45 marks
- This section consists of one question broken into six parts (short and extended responses) based on an unseen extract from the chosen performance text.
- Performance texts are not allowed in the examination as the extracts will be provided.

Section B: Live Theatre Evaluation

- 15 marks
- This section consists of two questions requiring students to analyse and evaluate a live theatre performance they have seen.
- Students are allowed to bring in theatre evaluation notes of up to a maximum of 500 words.

Mrs E Harris
Head of Drama

Geography

Exam Board- Edexcel

‘Geography is the subject which holds the key to our future’ - Michael Palin

Edexcel specification B highlights the importance of Geography for understanding the world and for stimulating an interest in places. It will inspire students to become global citizens by exploring their sense of place in the world, their values and responsibilities to other people and to the environment. GCSE Geography will facilitate pupils to have a greater understanding of the systems and processes that surround them, and will undoubtedly help them to be knowledgeable about the changes to the world that they will live through.

Following reform to GCSE specifications, there is a move to allow students to understand more about the UK and also introduce more contemporary ideas to GCSE to inspire and motivate students. A modern and engaging approach covers key ideas and debates such as climate change, changing urban environments, the rise of the developing world, resource insecurity and management of endangered ecosystems such as the Arctic Tundra.

The GCSE is split into 3 Units which have differing content

Unit 1 Global Geographical Issues

- (1 hour 30 minute exam)
- Hazardous Earth: Climate hazards, extreme weather and tectonic events
- Development Dynamics: Theories and differences of development with a focus on India
- Challenges of Urbanisation: The rise of urban living and the impacts of this for a global mega city.

Unit 2 UK Geographical Issues

- (1 hour 30 minute exam)
- The UK's evolving landscape: Rivers and Coasts
- The UK's human landscape: How cities in the UK are evolving in a globalised world
- Fieldwork: investigation into human and physical geography (2 days of fieldwork with a cost of approx. £30)

Unit 3 Making Geographical Decisions

- (1 hour 30 minute exam)
- People and the Biosphere
- Forests under Threat: comparing threats to the rainforest and taiga forests.
- Consuming Energy resources: energy security and the rise of renewable energy

The focus of the specification is an understanding of physical processes and factors that produce diverse and dynamic landscapes that change over time. This includes an appreciation of the interdependence of both human physical geography and will result in pupils understanding more about the world, the challenges it faces and their place within it. Students will learn to appreciate the differences and similarities between people, places and cultures leading to an improved understanding of societies and economies. Fieldwork and classwork will encourage questioning,

investigation and critical thinking about issues affecting the world and people's lives. Students will use a variety of resources through the GCSE including maps, visual media and GIS software to obtain, present and analyse information.

Geography GCSE will also equip students with essential skills such as problem solving, decision making, synthesising ideas, identifying issues and communicating findings through the undertaking of a fieldwork investigation. There are 2 compulsory days of fieldwork over the two years. The GCSE also ties in well with other subjects such as ICT, the Sciences and Citizenship.

Controlled assessment has been axed from all GCSE specifications, and rather than submitting a write-up of an investigation to the exam board, pupils are examined on the skills learnt through their fieldwork investigations.

6th Form Geographers we have taught have gone on to study:

Medicine, veterinary science, optometry, engineering, physics, oceanography, sports science, environmental science, marine biology, countryside management, natural sciences, criminology and most importantly Geography!

Geography is becoming one of the most appreciated degrees by employers in all fields due to the transferable skills learnt, the appreciation of the world and an understanding of the key issues surrounding the lives of everyone on Earth which has meant that many geographers have gone on to become:

Surveyors, engineers, cartographers, accountants, town planners, architects, journalists, transport managers, DJs, lawyers, weather forecasters and if they are really talented, teachers.

Mr H B Phillips
Head of Geography

History

(Examination Board: AQA)

GCSE History provides students with the opportunity to study key historical issues and questions, enabling a crucial understanding of the world today. Pupils are given the opportunity to examine key individuals, events and developments across extensive periods of time from a political, social, economic and cultural perspective, thereby encouraging an appreciation of the societies studied, and the experiences of the people in these societies.

Course Outline and Assessment

❖ Component 1: Understanding the Modern World

Germany 1890-1945

This unit focuses on the development of Germany during a turbulent half-century of change. The period witnesses the development and collapse of democracy and the subsequent rise and fall of the Nazi dictatorship.

Pupils will study political, social, cultural and economic aspects of these developments and the role of ideas in influencing change. They will also examine key individuals and groups and their impact on major developments.

Conflict and Tension between East and West, 1945–1972

This wider world depth study enables students to understand the complex and diverse interests of different states and individuals and the ideologies they represented. It considers revolutionary movements during this time. It focuses on the causes and events of the Cold War and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose during the Cold War. This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations.

Assessment: Exam - 1 hour 45 minutes (50% of GCSE)

❖ Component 2: Shaping the Nation

This component helps pupils to understand the history of Britain and key events, people and developments that have shaped the nation

Britain: Migration, empires and the people: c. 790 to the present day

This thematic study will enable pupils to gain an understanding of how the identity of the people of Britain has been shaped by their interaction with the wider world. Pupils will study invasions and conquests, Britain's relationship with Europe and the wider world. It will also consider the ebb and flow of peoples into and out of Britain and evaluate their motives and achievements. The component also examines the causes, impact and legacy of the British Empire upon the ruled and the ruling in the context of Britain's acquisition and retreat from Empire.

Elizabethan England, c. 1568-1603

This unit allows pupils to develop an in-depth knowledge of the last 35 years of Elizabeth I's reign. The study will focus on the major events affecting Elizabeth's reign including the problem of marriage, the development of theatre, exploration and discovery, scandals and plots and conflict with Spain.

Assessment: Exam - 1 hr 45 minutes (50% of GCSE)

What skills are required to study GCSE History?

Students choosing GCSE History should be ready to work with chronology, themes and source material. A variety of skills will be developed over the course of the GCSE, including critical analysis, independent thought and research. Good communication skills, both in a written and verbal form, an inquisitive mind and a keen interest in the past are paramount to success.

Proposed Educational Visits

In addition to excellent departmental resources, an educational visit to the Imperial War Museum and Hampton Court Palace are planned to support the GCSE pupils through their studies.

History is a widely respected, academic GCSE, which provides valuable, but not essential, preparation for History at A Level or the IB.

Mrs J Walker
Head of History

Music

(Exam Board – Edexcel)

The GCSE course in Music is an ideal choice for those who have a fundamental enthusiasm for music in all its forms. The specification aims to encourage music responsiveness, creativity and a strong sense of stylistic awareness by means of involvement in three main units of the course; furthermore it comprises sufficient flexibility to enable a tailor-made course for each individual pupil.

All GCSE Music pupils are expected to participate fully in all musical aspects of the School. The ability to read music is a requirement due to the listening and analysing aspect of the paper. All pupils taking GCSE Music need to be taking regular instrumental and/or vocal lessons.

Assessment Units

The Scheme of Assessment comprises **three** units.

Unit 1: Performing Music (30%)

Candidates develop their performing skills in both a solo and ensemble context. It encourages pupils to develop creative thinking, aesthetic sensitivity, critical awareness, self-confidence, self-motivation and their own musical interests and skills.

Each candidates should perform two different pieces:

1. A solo performance on any instrument or voice, lasting no more than 5 minutes
2. An ensemble performance

The unit is assessed internally and externally moderated.

Unit 2: Composing Music (30%)

Composing music emphasises the creative aspect of music and allows pupils to appreciate the process of creating music.

Each candidate needs to compose two pieces of music each based on a different Area of Study. The total length of submission (i.e. both pieces) should not be more than 4 minutes. Pupils are allotted 10 hours of supervised time to complete each composition, which will be internally marked and externally moderated.

Unit 3: Music – Listening and Appraising (40%)

A listening exam in which pupils will be examined on musical elements, musical contexts and musical language.

The areas of study are:

Instrumental Music 1700–1820

- J S Bach: 3rd Movement from Brandenburg Concerto no. 5 in D major
- L van Beethoven: 1st Movement from Piano Sonata no. 8 in C minor 'Pathétique'

Vocal Music

- H Purcell: Music for a While
- Queen: Killer Queen (from the album 'Sheer Heart Attack')

Music for Stage and Screen

- S Schwartz: Defying Gravity (from the album of the cast recording of Wicked)
- J Williams: Main title/rebel blockade runner from the soundtrack to Star Wars Episode IV: A New Hope

Fusions

- Afro Celt Sound System: Release (from the album 'Volume 2: Release')
- Esperanza Spalding: Samba Em Preludio (from the album 'Esperanza')

Assessment overview

The paper is made up of two sections and is out of a total of 80 marks.

Section A: Six questions related to six of the eight set works

- One short melody/rhythm completion exercise
- One question on an unfamiliar piece (skeleton score provided) with questions on its musical elements, musical contexts and musical language

Section B – Extended response comparison between a set work and one unfamiliar piece

- One question that asks students to compare and/or evaluate the musical elements, musical contexts and musical language of one set work with one unfamiliar piece of music
- A CD with the music extracts will be played to all students at the same time and will repeat the extracts a set number of times.

Mrs C Robinson
Director of Music

OCR GCSE Photography

The GCSE in Photography comprises of two components: a coursework component worth 60% and an externally set task worth 40%.

Pupils will explore and develop skills, knowledge and understanding through the application of digital techniques and processes.

Component 1: Portfolio (60%)

Pupils create a portfolio of photographic work showing their personal response to a starting point or theme.

Component 2: Externally Set Task (40%)

Pupils will produce photographic work based on the exam paper theme and realise their intentions in a 10 hour supervised time period.

The Assessment Objectives offer pupils the opportunity to:

- Develop ideas through investigations, demonstrating critical understanding of sources.
- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- Record ideas, observations and insights relevant to intentions as work progresses.
- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Grading is from 9-1.

A GCSE in Photography can lead on to A Level Photography or A Level Art and Design. It may also be useful for those contemplating careers in such fields as new media, advertising, marketing, design and publishing.

Mrs L Clayton

Head of Art

GCSE Physical Education

(Exam Board – AQA)

Why Choose GCSE Physical Education?

This course would suit someone who has a clear passion for sport and is wanting to expand their knowledge around a variety of sporting concepts. The course is challenging, focusing on how key sporting ideas effect and relate to practical performance. Those with a particular interest in biology and how the body works will enjoy this course. It is recommended pupils choose biology to accompany this GCSE and having a strong working knowledge in this area is beneficial.

Subject Content

There has been a 50% increase, from the old GCSE, in the theory content of the course and as such, the qualification is now heavily theory based and this will provide the bulk of both teaching and assessment.

The course is linear, meaning pupils will sit all exams and submit non-exam assessment (coursework) at the end of the course in year 11.

The content of the course will address current contemporary topics in sport such as:

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data
- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being

Assessment

Paper 1: The human body and movement in physical activity and sport

What's assessed?

Applied anatomy and physiology

Movement analysis

Physical training

Use of data

How it's assessed

Written exam: 1 hour 15 minutes

78 marks

30% of GCSE

Questions

Answer all questions.

A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

Paper 2: Socio-cultural influences and well-being in physical activity and sport

What's assessed?

Sports psychology
Socio-cultural influences
Health, fitness and well-being
Use of data

How it's assessed

Written exam: 1 hour 15 minutes
78 marks
30% of GCSE

Questions

Answer all questions.
A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

Non-exam assessment: Practical performance in physical activity and sport

What's assessed?

Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).

Analysis and evaluation of performance to bring about improvement in one activity.

How it's assessed

Assessed by teachers
Moderated by AQA
100 marks
40% of GCSE (30% practical/ 10% coursework)

Questions

For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context match/game scenario (15 marks per activity).

Students will also produce written coursework to be assessed on their analysis (15 marks) and evaluation (10 marks) of their own performance and how they will improve this.

Mr Dixon
Head of Physical Education

Religious Studies

(Exam Board—Pearson Edexcel IGCSE)

Why take IGCSE Religious Studies?

Modern and engaging – pupils can gain a deeper understanding of religion, and explore philosophical and ethical studies in the modern world. As the sociologist Peter Berger said, “We don’t live in an age of security, we live in an age of explosive, persuasive religiosity.”

Designed to inspire – The specification includes exciting content that explores The Universe, Creation and the Place of Human Beings, Life and Death, Peace and Conflict Rights, Equality and Social Justice among other things from a Christian perspective. From discussing beliefs about ethics, to discussing what people believe about the afterlife, Religious Studies taps into teenagers’ curiosity and enables pupils to think for themselves with respect to the big questions.

Skills for today’s world – Religious Studies can open up the possibility of in-depth debate, which leads to critical evaluation and analysis. Increasingly the skills and content taught through Religious Studies are required in fields as diverse as journalism, medicine, law, social work and the worlds of business and politics. Religious Studies is an academic subject which has a high status in the UK.

Straightforward assessment – It has a simple, clear assessment structure that consists of two written examinations and no coursework or controlled assessments.

Course content:

Paper 1: Beliefs and Values (60% of the total International GCSE)

This paper assesses knowledge and understanding of four key topic areas from Christianity

- Section 1: The Universe, Creation and the Place of Human Beings
- Section 2: Life and Death
- Section 3: Peace and Conflict
- Section 4: Rights, Equality and Social Justice.

Assessment is through a 1-hour 45-minute examination paper set and marked by Pearson.

Paper 2: The Religious Community (40% of the total International GCSE)

This paper assesses knowledge and understanding of three key topic areas from Christianity

- Section 1: Origins and their Impact on the Community
- Section 2: Celebration and Pilgrimage
- Section 3: Worship and Practice

Assessment is through a 1-hour 30-minute examination paper set and marked by Pearson

Mrs Ayers-Harris
Head of Religious Studies